



# Indiana Reading First

## Criteria for Review of District Applications

The Reading First Program will help to improve student achievement and ensure that children learn to read well by the end of third grade by applying scientific reading research to reading instruction. The following table provides guidance criteria for the Districts to use in preparing proposals. The State review panel will use the criteria in reviewing the District applications for Reading First subgrants.

Districts must meet all program requirements in order to receive funding. The “Meets Standard” column describes to required conditions that subgrants **must have to be considered for funding**. The “Exemplary” column describes conditions that, when met in addition to those listed under “Meets Standard,” would be expected to result in the highest quality Reading First programs and will receive additional points from the reviewers. **Proposals receiving 0 points in any part will not be considered for funding**. The State will award subgrants only to Districts with proposals that show promise for successful implementation at the classroom level.

**Indiana Department of Education**

<b>Part A. Schools to Be Served (5 points maximum)</b> <b>Describe how each school was selected to participate, the rationale for a school's selection if it is not the best candidate according to the selection criteria, and the school's capacity and commitment to reading improvement. Identify schools that meet the criteria but will not be served and explain the reason they were not selected.</b>			
<b>Criteria</b>	<b>Exemplary 4-5 points</b> (In addition to meeting all conditions in "Meets Standard")	<b>Meets Standard 1-3 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet one or more of the conditions listed for each criterion)
<b>Selection of schools procedure</b>	Multiple sources of data show each eligible school's performance and poverty level over time.	Procedure is clearly explained with criteria based on each school's student reading achievement and poverty level.	Explanation of process is inadequate, may be missing one or more of the selection criteria.
<b>Rationale for eligible school that is not the best candidate</b>	Data and program information provided which supports school selection.	Detailed justification of rationale for inclusion of school that does not appear to be a best candidate.	Weak or missing rationale for inclusion of school.
<b>Rationale for schools that meet criteria but will not be served*</b>	Data and program information provided which supports school exclusion.	Detailed justification of rationale for exclusion of school which meets criteria but is not to be served.	Weak or missing rationale for exclusion of school.
<b>Capacity and commitment to long term reading improvement</b>	Includes multiple sources of supporting data and a concise history of the school's recent efforts related to reading improvement.	Clear documentation of school's capacity and commitment to reading improvement.	Lack of evidence to demonstrate capacity and commitment to reading improvement.

\* Schools that are eligible and not selected must be identified in the proposal.

**Points Awarded** \_\_\_\_\_

**Comments:**

**Part B. Instructional Assessments (15 points maximum)**

Describe the procedure the district and schools selected will use to choose screening, diagnostic, classroom-based assessments, and progress-monitoring for K-3 classrooms. Provide the criteria and evidence to be used to determine if these are valid, reliable, and aligned with the five essential components of reading and the Indiana Academic Standards. Include a clear schedule for administering assessments to meet the goals of each grade level.

<b>Criteria</b>	<b>Exemplary 8-15 points</b> (In addition to meeting all conditions in "Meets Standard")	<b>Meets Standard 1-7 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet the conditions listed)
<b>Procedure for the use of screening, diagnostic, classroom-based assessments, and progress monitoring for K-3 classrooms.</b>	Detailed information included on how assessments will be used to make instructional decisions for K-3 students and to provide appropriate interventions.	Clearly outline the procedure, name and describe how the chosen assessment tools (screening, diagnostic, on-going classroom-based, and progress monitoring assessments) match their intended purposes to meet grade level goals.	Inadequate information on roles and procedure for selecting assessments to meet grade level goals.
<b>Criteria and evidence for validity, reliability, and alignment with 5 essential components of reading and Indiana Academic Standards.</b>	Provide an explicit and systematic process for sharing information about the decision process with other stakeholders not involved in selection in order to create buy-in at the building and district level.	Provide detailed information on the assessment review process at both the district and school level with clear indicators of reliability, validity; alignment to the 5 essential components of reading, Indiana Academic Standards, and chosen programs; and how decisions will be made and by whom.	Vague or limited information about the process.
<b>Schedule for administering assessments.</b>	Additional scheduling information is provided on how and by whom the results of these assessments will be used in instructional decision-making and interventions.	Clear, concise, on-going schedule is provided for the administration of all grade level assessments in order to meet the appropriate skills and goals of particular grades.	Detail lacking on administration schedule and goals of assessment for each grade level.
<b>Training in how to accurately assess and monitor children's progress</b>	Assessment training plan and schedule is detailed in both a narrative and graphic form and includes opportunities to observe and reflect on the modeling of experts and supervised practice on how to administer and	Training plan clearly outlines how and when administrators and teachers are trained in how to accurately assess and monitor each student's progress and to analyze assessment results.	District proposal provides no specific outline of or timeline for assessment training.

	align assessments and their results to the goals of RF and the Indiana Academic Standards.		
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**Points Awarded** \_\_\_\_\_

**Comments:**

**Part C. Instructional Strategies and Programs (15 points maximum)**

**Explain how the district and schools will select and evaluate scientifically based comprehensive reading programs for K-3. If already chosen, include supporting research or documentation for its use. Describe how the district and schools will provide programs to enable all students to reach the level of reading proficiency designated for each grade level. Describe the selection process the district and schools will use to select instructional programs and strategies created from scientifically based reading research that meet all selection criteria for Reading First.**

<b>Criteria</b>	<b>Exemplary 8-15 points</b> (In addition to meeting all conditions in "Meets Standard")	<b>Meets Standard 1-7 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet the conditions listed)
<b>Selection and evaluation process for scientifically based K-3 reading programs</b>	Additional information is provided on the use of the selected programs with similar populations to the district or school.	The district's role and the school's role in the selection process is clearly stated with procedures and responsible persons identified.	Inadequate information about process, roles of personnel, or program.
<b>Supporting research or documentation for the use of the program</b>	Documentation of supporting scientifically based research on the program and a history of success of the program within the district or in districts with similar population. All research citations included.	Clearly documented research linking selected programs and resources to scientifically based reading research, a focus on the five essential reading components, and Reading First goals and guidelines.	Lack of support or documentation provided.
<b>Selection process for programs with Reading First requirements: -- five components of reading --explicit, systematic strategy instruction -- a coordinated instructional sequence --alignment with other instructional materials --alignment with Indiana Academic Standards --ample practice opportunities.</b>	<p>Explicit and systematic instructional strategies in a coordinated sequence, aligned with instructional materials and Indiana Academic Standards, with ample practice opportunities allowed.</p> <p>Highlights of how the chosen program includes the essential components of reading instruction and specific program design elements that contribute to its effectiveness.</p> <p>Includes provisions for a daily uninterrupted block of time for reading instruction of at least 90 minutes per day.</p> <p>District provides documentation that the</p>	<p>Clearly delineates a procedure for selecting programs that include each of the required Reading First components (listed under Criteria)</p> <p>Includes a plan to accelerate performance and monitor progress of students who are reading below level of proficiency designated for the grade level.</p> <p>Uses instructional strategies and programs that will enable students to reach the level of reading proficiency designated for each grade level.</p> <p>Describe instructional strategies based on scientifically based</p>	<p>Programs or strategies not based on scientifically based reading research or that lack a research base that meets rigorous and clearly defined standards.</p> <p>Programs that are not comprehensive in scope.</p> <p>Programs that meet the instructional needs of only some students, leaving the needs of other students to be met elsewhere or at other times.</p> <p>Programs that do not teach the 5 essential components of reading.</p> <p>Programs that enable students to only reach a basic level of reading ability.</p>

	selected program is fully implemented and not layered on top of non-research based programs that may already be in use.	<p>reading research and how these strategies are implemented at each grade level.</p> <p>Implements programs without layering selected programs on top of non-research based programs already in use.</p> <p>Reading instruction at all grade levels is at least 90 minutes per day.</p>	<p>Strategies that teach students to only use context or picture cues as primary means for word identification.</p> <p>Relying primarily on strategies that engage students in independent silent reading with minimal guidance and feedback.</p>
<b>Monitoring of the selected reading program</b>	In explicit detail, the LEA correlates their adopted core reading program with SBRR and the 5 essential components of reading by examining each selection and using <i>A Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis</i>	Provides an outline of the timeline and a description of the process the district will use to monitor and evaluate the effectiveness of the selected program.	There is no timeline or process for continuous monitoring by the district.

**Points Awarded** \_\_\_\_\_

**Comments:**

**Part D. Instructional Materials (beyond materials in C and D) (5 points maximum)**

**Explain how the district and schools will select and implement scientifically based instructional materials. Describe how the selected instructional materials support the five components of reading, explicit teaching strategies, a coordinated instructional sequence, ample practice opportunities, and how they are integrated with the comprehensive reading program and the Indiana Academic Standards. Include how they will be used for their intended purpose, including supplemental and intervention.**

<b>Criteria</b>	<b>Exemplary 4-5 points</b> (In addition to meeting all conditions in "Meets Standard")	<b>Meets Standard 1-3 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet the conditions listed)
<b>Review and selection of scientifically based instructional materials</b>	Clear, concise plan for review and selection of scientifically based instructional materials is described in detail with supporting research and/or documentation that all materials are effective at the grade level being served and methods and content are consistent with scientifically based reading research.	Detailed description of the process for review and selection of scientifically based instructional materials and the integration and coordination with all reading instructional materials, the teaching of the five components of reading, and alignment with the Indiana Academic Standards.	Process is unclear or inadequately described.
<b>Explain how the materials are implemented and support --the teaching of the five components of reading, --explicit teaching strategies, --a coordinated instructional sequence, --ample practice opportunities, --integration with a comprehensive reading program --and the Indiana Academic Standards.</b>	Each of the listed criteria is integrated and aligned into a well-designed plan detailing explicit and systematic teaching strategies in a coordinated sequence of implementation.	Describe in detail how the selected reading instructional materials are integrated with the comprehensive reading program, five essential components of reading, SBRR, and the Indiana Academic Standards and how the reading materials are implemented in a coordinated sequence with ample practice opportunities.	Instructional strategies are not based on scientifically based reading research.  Instructional materials are not aligned with the comprehensive reading program.
<b>Monitoring the use of instructional materials for their intended purpose</b>	Precise, detailed description of a system for evaluating the effectiveness of the instructional reading materials. The description should also include a detailed explanation of any	A detailed description of selected instructional reading materials with rationale for their intended purpose/use providing documentation that materials are effective at the grade level being served and aligned with scientifically	Instructional materials are not used for their intended purpose and there is little or no evidence of a system for evaluating the effectiveness of the instructional reading materials.

	supplemental or intervention programs that are integrated and aligned with core reading program and materials.	based reading research and Indiana Academic Standards.	
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**Comments:**

**Points Awarded**\_\_\_\_\_



**Part E. Instructional Leadership (10 points maximum)**

Address how the district and schools will designate individuals with sufficient time and expertise to provide the leadership and commitment to the Reading First program. Outline how the duties and responsibilities of the leadership will ensure effective program implementation. Describe how the district and schools will provide training for all leaders in the essential components of Reading First. Include plans for continuity of leadership in case of change in order to sustain high levels of achievement.

<b>Criteria</b>	<b>Exemplary 6-10 points</b> (In addition to meeting all conditions in "Meets Standard")	<b>Meets Standard 1-5 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet the conditions listed)
<b>How the district and schools will designate leaders with sufficient time and commitment for Reading First</b>	Expectations with regard to time commitment, relevant experience, qualifications, and training are included. Individuals who will be responsible are named and credentials provided.	Clear description of process for designating individuals with time and expertise to support and promote learning of scientifically based instructional strategies and practices among all educators at the local and district levels.	Inadequate selection process without clear assignment of individuals to Reading First
<b>Duties and responsibilities of leadership to ensure the implementation of a comprehensive reading and intervention program.</b>	Proposal delineates leadership responsibilities that include authority for aligning the curriculum and state standards, the ability to evaluate school and student progress, and the ability to use monitoring to inform instruction, plan professional development, and refine programs as needed to meet student and teacher needs.	Description of duties and responsibilities of the instructional leadership and how these will ensure a comprehensive, scientifically based reading and intervention program.	Duties and responsibilities are not clearly delineated or described.
<b>District support and promotion of reading training for all building level and district leaders</b>	District provides mandatory training for principals, building leaders, and district personnel in the five essential components of reading and the specific instructional programs used in their buildings, including the scientific base, implementation process, and progress monitoring related to those programs.	Description of plan to provide training for principals, building leaders, and district personnel in the five essential components of reading, instructional programs, strategies, and materials based on scientifically based reading research, coaching and mentoring, and reading assessments.	Vague or limited description of training to be provided to local instructional leaders: principals, building personnel, and district leaders.
<b>Continuity of leadership</b>	Plan shows commitment to ensuring continuity of instructional leadership at the school level to the extent possible.	Plan provides description for improving the instructional leadership at the building level and the training for both school and district leaders.	Does not include school and district leaders in training plan.

**Points Awarded**\_\_\_\_\_**Comments:**

**Part F. District and School Based Professional Development (15 points maximum)**

**Outline a clear, comprehensive plan and process for delivering professional development to K-3 teachers, including special education, which provides initial preparation and ongoing support in the critical areas of Reading First. Detail the district plan to train and support onsite coaches. Address how the district will ensure professional development providers are highly knowledgeable in the research and implementation of scientifically based reading strategies, programs, and assessments focusing on the five essential components of reading. Show how the district will coordinate local professional development efforts with state activities and opportunities to train coaches and improve reading achievement. Include a timeline detailing the implementation of the district professional development plan.**

<b>Criteria</b>	<b>Exemplary 8-15 points</b> (In addition to meeting all conditions in "Meets Standard")	<b>Meets Standard 1-7 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet one or more of the conditions listed)
<b>Plan and process for delivery of professional development to K-3 teachers and special education teachers K-12.</b>	Clear, explicit plan with detailed means for assessing the specific professional development needs of teachers and designing professional development around those specific needs. Describes the full range of offerings that are intensive, focused and of sufficient duration to achieve goals. By describing how, the LEA provides assurances that they will continually monitor, provide, and evaluate the professional development.	Clear plan and specific process for delivering professional development to K-3 teachers and K-12 special education teachers. Offers a full range of experiences to achieve the goals of the professional development; Gives teachers adequate time for study, observation, practice, application, reflection, and evaluation.	Inadequate plan and process for delivery of professional development.
<b>Initial preparation and ongoing support</b>	Offers a varied and full range of professional development experiences that are intensive, focused, and of sufficient duration to achieve the purposes and goals of the training.	Plan specifies the content for the initial substantial professional development and ongoing classroom professional development focusing on: --the five components of reading, --selection and implementation of scientifically based instructional materials, programs and strategies in the classroom, --use of appropriate screening, diagnostic, and progress monitoring classroom assessment to inform instruction and monitor student progress, and	Plan not coordinated with instruction.  Schools use single-event workshops as the main delivery mechanism for professional development.  .

		--alignment of all of the above to the Indiana Academic Standards using effective instructional strategies.	
<b>Training onsite coaches</b>	Plan includes specific activities, eligible personnel, and details the background necessary to become an onsite coach.	Provides plan and timeline to train local onsite coaches and to provide ongoing support in implementing and sustaining new strategies and programs.	Plan is missing or inadequate to sustain the integrity of the program.
<b>Use of knowledgeable and experienced providers in scientifically based reading research and in implementation of strategies, programs, and assessments</b>	Plan details specific strategies for providers to demonstrate their expertise, share references, or provide evidence of current knowledge of scientifically based reading research.	Plan ensures use of individuals highly knowledgeable of scientifically based reading instruction and experienced in reading program implementation based on the five essential components of reading to provide professional development.	Districts and schools use individuals with inadequate expertise and knowledge of scientifically based reading research as providers of professional development.
<b>Coordination with state and professional development opportunities to improve reading achievement</b>	Coordinates local professional development with State activities related to improving reading achievement. Local meetings build and extend the content offered at the state level.	Provide professional development in state reading standards and assessments. Include targeted assistance for teachers who need additional help with skills and strategies related to improving instruction.	Uncoordinated, individual school professional development plan not aligned with the district or state.  Does not detail how professional development will be provided to k-12 teachers.
<b>Timeline</b>	Timeline shows a seamless, connected plan integrated with State activities in a cohesive unit.	Substantial timeline showing district and school plan for professional development and training of onsite coaches.	Inadequate, incomprehensible, or nonexistent timeline.
<b>Budget</b>	Proposal includes a detailed budget justification and narrative that outlines in detail the amount of RF allocations plus leveraged funds from other district and school sources and grants to be used for professional development and training for administrators and teachers, K-3, including special education teachers, K-12.	The budget plan includes the percentage and amount of professional development funds to be utilized for training in districts and schools, including study groups, mentoring, in-service, professional development providers, materials, and resources.	No evidence of budgeted allocations for professional development or budgeted allocations for professional development are inadequate.

**Points Awarded**\_\_

**Comments:**

**Part G. District-Based Technical Assistance (5 points maximum)**

**Describe the district plan for providing technical assistance to eligible schools by identifying the needs of administrators and teachers in participating schools, assisting schools in setting goals and benchmarks for reading improvement, assisting in the ongoing monitoring and evaluation of the program and providing direction concerning budgeting and leveraging of resources.**

<b>Criteria</b>	<b>Exemplary 4-5 points</b> (In addition to meeting all conditions in "Meets Standard")	<b>Meets Standard 1-3 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet the conditions listed)
<b>District plan provides for high quality technical assistance to eligible schools</b>	Needs assessment of administrators and teachers is data-driven for each school and clearly explained. District assists with setting goals and benchmarks, establishing a timeline for specific activities, budgeting, and leveraging of resources.	Needs of administrators and teachers are identified for each school. District provides each school and will coordinate with the State or other outside experts to secure high quality technical assistance for implementing Reading First.	Needs assessment is inadequate.  District plan does not appear to provide the required support for participating schools.
<b>District assistance for participating schools in evaluating their Reading First programs.</b>	Use of a technical assistance log is detailed including policies, procedures, and personnel who will be responsible for the providing the assistance, both inside and outside the district.	District plan to assist each school in the ongoing monitoring and evaluation of the program. Plan describes how the district will continually monitor, provide, and evaluate the technical assistance.	Limited or vague information about the ongoing support or role of the district in assisting each school with evaluation of the program.

**Points Awarded**\_\_\_\_\_

**Comments:**

**Part H. Evaluation Strategies (10 points maximum)**

Describe the design of the district evaluation plan. Ensure that the district will report to the state valid and reliable reading achievement data disaggregated according to Reading First criteria. Report the validity and reliability of the measures the district will use to document the effectiveness of the Reading First program and activities. Describe how the district will document the results of the evaluation and what form the final report will take. Describe the district plan to make decisions related to the Reading First data regarding intervention and discontinuation of non-performing schools.

<b>Criteria</b>	<b>Exemplary 6-10 points</b> (In addition to meeting all conditions in "Meets Standard")	<b>Meets Standard 1-5 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet the conditions)
<b>Design of the evaluation plan</b>	Plan also includes personnel responsible and timelines for decision-making.	Concise plan clearly states the design of the evaluation to document the effectiveness of all Reading First programs, materials, and strategies at each grade level (K-3) for the participating schools and the district as a whole.	Lack of a clear plan to document the effectiveness of local Reading First activities for individual schools and the district as a whole.
<b>Validity and reliability of the measurement instruments</b>	Clear and concise documentation of validity and reliability for each instrument (screening, diagnostic, progress monitoring) with an outline of how each will be used in the evaluation of all components of the Reading First program.	Identification of valid and reliable measurement and/or assessment instruments that will be used to determine effectiveness of Reading First program, materials, and instructional strategies in all five components are listed.	Information is lacking about the measurement instruments used to assess effectiveness of Reading First.
<b>Data disaggregation and reporting results</b>	In addition to disaggregation of data, the interim and final report forms will be described and detail a plan for analyzing data to evaluate the effectiveness of programs, materials, and strategies at both the school and district level.	Districts will report to the State reading achievement data including (progress monitoring and outcome measures) on a regular basis as determined by the State and disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools.	Vague plan for reporting data.
<b>Decision making based on evaluation outcomes</b>	Details specific support strategies, timelines for monitoring, intervention strategies for students and school not on track, and personnel responsible for decision-making regarding outcomes, interventions, and school decisions. Clear process is outlined for the removal of school(s) from the grant program.	District has a clear plan to make decisions related to their Reading First programs based on evaluation outcomes at each grade level, including intervention with and/or discontinuation of schools not making significant progress.	Lack of a clear plan to make decisions based on evaluation outcomes, including interventions with or discontinuation of schools not making significant progress.

Points Awarded\_\_\_\_

Comments:

<b>Part I. Access to Print Materials (5 points maximum)</b> <b>Describe how the district plans to promote reading and library programs that provide student access to a wide array of engaging reading materials. Detail how the district plans to leverage funds with other programs, if applicable.</b>			
<b>Criteria</b>	<b>Exemplary 4-5 points</b> (In addition to meeting all conditions in “Meets Standard”)	<b>Meets Standard 1-3 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet the conditions listed)
<b>District plans to promote reading and library programs</b>	Details about specific initiatives to promote reading and library programs providing all K-3 students access to both expository and narrative texts at the school, district and community level.	Concise, detailed plan for promoting district and school-wide reading and library programs that provide student access to engaging reading materials.	Plan does not adequately demonstrate how to promote student access to engaging reading materials.
<b>Leveraging Reading First with other funds</b>	Additional sources of funding for reading and library initiatives are included.	Plan coordinates Reading First with other programs funded under the Improving Reading through School Libraries program, if applicable.	Plan does not demonstrate ability to leverage funds with other programs to promote reading.

Points Awarded\_\_\_\_

Comments:

<b>J. Additional Criteria (4 points maximum)</b>			
<b>Criteria</b>	<b>Exemplary 3-4 points</b> (In addition to meeting all conditions in “Meets Standard”)	<b>Meets Standard 1-2 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet the conditions listed)
<b>Other considerations and uses of Reading First funds not previously in proposal</b>	Details provided for activities include timelines, personnel involved with SBRR knowledge, and experience and supporting evidence-based research for the proposed activities.	Specific plan provided detailing additional uses of Reading First Funds based on scientifically based reading research and coordinated with the district’s overall Reading First plan.	Inadequate plan which does not meet criteria.
<b>Coordination with district and state plans</b>	Graphic depicting integration and alignment of state, district, and school Reading First plans is included.	Plan includes how activities are coordinated with district and state Reading First plan.	No coordination with district or state plans.

**Comments:**

**Points Awarded**\_\_\_\_\_

<b>K. Competitive Priorities (30 points maximum)</b>	
<b>A priority will be given to school districts meeting the following criteria:</b>	
Districts will be awarded <b>five (5)</b> points for each of the following criteria:	
<b>Criteria:</b>	<b>Points:</b>
In the District, at least 15% of the students served are from families with incomes below the poverty line; or at least 6,500 children served by the district are from families with incomes below the poverty line.	
District has shown proof of ability to successfully implement strategies and programs based on scientifically based reading research as outlined in their proposal.	
District will be able to show success of the program and student progress as measured by appropriate assessment instruments with proven validity and reliability.	
District has documented the need for Reading First funds in the specific schools chosen to receive Reading First funds.	
District has shown proof of instructional leadership capacity and commitment in each school selected for eligibility.	
District has developed a process of integrating and leveraging the Reading First grant with existing reading and professional development resources.	
<b>Total Points Awarded</b>	

<b>L. Equitable Participation Requirements for Private School Children (0 points)</b>			
<b>Describe how the district will provide equitable participation for private school children in the jurisdiction of the eligible schools selected. Describe the process the district used to consult with appropriate private school officials during the design and development of the Reading First program on the listed issues.</b>			
<b>Criteria</b>	<b>Exemplary</b> (In addition to meeting all conditions in "Meets Standard")	<b>Meets Standard</b> (Meets all conditions listed for each criterion)	<b>Below Standard</b> (Does not meet one or more of the conditions listed for each criterion)
<b>Private schools and private school children in the attendance area of eligible public schools</b>		Listing of all private schools and private school children residing in the jurisdiction of eligible public school(s) in the district is provided.	Listing of private schools and private school children residing in the attendance area of eligible public school(s) is omitted or incomplete.
<b>Consulting process between district and private school to address program issues</b>	Plan includes details regarding dates of meetings, personnel involved, and appropriate timelines and deadlines for decision-making.	District process used to consult with private school officials is described and includes: How eligibility of private school children is determined, Identifying the needs of the children to be served: What services will be offered?; How, where, and by whom services will be provided?; and How the services will be assessed?	Plan is inadequate and does not conform to guidelines.



**M. Coordination with Other Programs (5 points maximum)**

**Describe how the district and schools plan to leverage funds from other State and Federal programs, particularly Title 1 to improve reading instruction for all students. Include how Reading First funds will be used to expand and strengthen any reading programs based on scientifically based reading research already in place in eligible schools.**

<b>Criteria</b>	<b>Exemplary 4-5 points</b> (In addition to meeting all conditions in "Meets Standard")	<b>Meets Standard 1-3 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet the conditions listed)
<b>Leveraging Reading First with other funds</b>	Additional sources of funding for reading improvement are included in the plan.	Plan coordinates Reading First with other programs, such as Title 1, to improve reading instruction for all students.	Plan does not demonstrate ability to leverage funds with other programs to improve reading instruction.
<b>Expanding and strengthening existing programs</b>	Clear, detailed description provided of specific program enhancements provided by Reading First funds to existing programs.	Plan describes how Reading First funds will expand, strengthen, and enhance existing reading research based programs.	No evidence of existing program enhancement through plan provided.

**Points Awarded**\_\_\_\_\_

**Comments:**

<b>Part N. Budget (15 points maximum)</b> <b>Provide information to demonstrate that the proposed initiative has an appropriate budget and is cost effective. The budget outlined must be reasonable in relation to the scope of the project, the capacity of the district and each designated school, the time frame, and the expected outcomes.</b>			
<b>Criteria</b>	<b>Exemplary 8-15 points</b> (In addition to meeting all conditions in “Meets Standard”)	<b>Meets Standard 1-7 points</b> (Meets all conditions listed for each criterion)	<b>Below Standard 0 points</b> (Does not meet the conditions listed)
<b>Budget Summary</b>		District Budget Summary is included for the LEA and School Budget Summary is included for each of the designated schools.	Budget summary for LEA and each designated school is not included in grant proposal.
<b>Narrative reflects required activities</b>		Budget narrative clearly delineates cost and details concerning expenditures in the areas required including: reading assessments, instructional programs and strategies, instructional materials, professional development, technical assistance, evaluation, reading and library programs.	Budget narrative does not include a cost breakdown for each area required or includes expenditures not clearly related to the project description.
<b>Budget supports scientifically based reading research</b>		Budget narrative illustrates sources and information to further explain the budget, including a statement and supporting documentation that the project expenditures do not layer selected programs on top of non-research based programs already in use.	Weak or missing supporting documentation for scientifically based reading research based programs and materials.
<b>Capacity</b>	Includes multiple sources of supporting data and a concise history of the LEA’s and schools’ successful efforts with expending funds in a timely and effective manner.	Clear documentation of the capacity of the LEA and all eligible schools to expend the requested funds for the reasons designated and in the time frame allocated.	Lack of evidence to demonstrate capacity to expend requested funding.